

Reception Curriculum Overview 2022-2023

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes	<ul style="list-style-type: none">• ‘Being an excellent storyteller to become a creative story writer’• ‘Mucking around in the mud’ – Growing our own vegetables and fruit• ‘Being an independent learner’ – Plan -> Make decisions -> Enjoy personal experience -> Review					
Values	Respect/Friendship/Love/Simplicity		Perseverance/Self - discipline/Curiosity and imagination		Fairness/Tolerance and empathy/Humility	
Prime Areas of Learning						
Communication and Language (CL) Listening, attention and understanding/Speaking	<ul style="list-style-type: none">• Role-play• Shadow puppet theatre• Storytelling corner: ‘Tell me a story’• Small world play• Christmas play• Café/restaurant/garden centre/shops/ice cream parlour• Daily story time• Weekly poem• Weekly new vocabulary• Create class/individual stories through innovating existing stories					
Progression of Skills Children will be learning to:	Understand how to listen carefully and the importance of listening/Learn new vocabulary and use it throughout the day/ Ask questions to find out more and to check they understand what has been said to them/ Articulate their ideas and thoughts in well-formed sentences/ Connect one idea or action to another using a range of connectives/ Describe events in some detail/ Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen/ Develop social phrases/ Engage in story times/ Listen to and talk about stories to build familiarity and understanding/ Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words/ Use new vocabulary in different contexts/ Listen carefully to rhymes and songs, paying attention to how they sound/ Learn rhymes, poems and songs/ Engage in non-fiction books/ Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.					

Vocabulary	Once upon a time, long long ago, there lived, then, next, after that, one day/night/morning/afternoon/evening, at last, finally, in the end, live happily ever after, the end					
Next step	<ul style="list-style-type: none"> Spoken language: listen and respond appropriately to adults and their peers/ask relevant questions to extend their understanding and knowledge/use relevant strategies to build their vocabulary/articulate and justify answers, arguments and opinions/give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings/maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments/use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas/speak audibly and fluently with an increasing command of Standard English/participate in discussion, presentations, performances, role play/improvisations and debates/gain, maintain and monitor the interest of the listener(s)/consider and evaluate different viewpoints, attending to and building on the contributions of others/select and use appropriate registers for effective communication Comprehension (Reading): develop pleasure in reading, motivation to read, vocabulary and understanding/understand both the books they can already read accurately and fluently and those they listen to/participate in discussion about what is read to them, taking turns and listening to what others say/explain clearly their understanding of what is read to them. 					
Personal, Social, Emotional Development (PSED) Self-regulation/ Managing self/Building relationships CORAM	'Getting to know': Starting school Routines and class rules 'Me and my relationships' 'My special people'	'My feelings' 'Same and different' (valuing difference) 'Different families and homes' (valuing difference) 'Kindness and caring'	'Keeping my body safe' 'Listening to my feelings' 'People who help keep me safe'	'Looking after myself and my friends' 'Caring for my environment': look after our classroom, homes, pets and planet	'Healthy eating' 'Healthy lifestyles': exercise, dental health, sleep 'Bouncing back (growth mindset)'	'Challenges': show resilience and perseverance 'Friendships' 'Work together'
Progression of Skills Children will be learning to:	See themselves as a valuable individual/ Build constructive and respectful relationships/ Express their feelings and consider the feelings of others/ Show resilience and perseverance in the face of challenge/ Identify and moderate their own feelings socially and emotionally/ Think about the perspectives of others/ Manage their own needs - personal hygiene/ Know and talk about the different factors that support their overall health and wellbeing: • regular physical activity • healthy eating • toothbrushing • sensible amounts of 'screen time' • having a good sleep routine • being a safe pedestrian/					
Vocabulary	Similarities, differences, sharing, caring, kindness, friends/friendship, vocabulary related to emotion/feelings					
Next step	<ul style="list-style-type: none"> Me and My Relationships: Why we have classroom rules/Thinking about feelings/Our feelings/Feelings & Bodies/Our special people balloons/Good friends/How are you listening? Right and Responsibilities: Harold's wash & brush up/Around & about the school/Taking care of something/Harold's money/How should we look after our money? Valuing difference: Same or different/Unkind, tease or bully?/Harold's school rules/Who are our special people?/It's not fair! Keeping myself safe: healthy me/Super sleep/Who can help?/Harold loses Geoffrey/What could Harold do?/Good or bad touches? Growing and changing: Inside my wonderful body/Animals and humans/Taking care of a baby/Then and now/Who can help?/Surprises and secrets/Keeping privates private. Being my best: I can eat a rainbow/Eat well/Catch it, bin it, kill it/Harold learns to ride his bike/Pass on the praise/Harold has a bad day 					

Physical Development (PD) Gross motor skills/fine motor skills/Health and well being	<p>‘Busy Fingers’ (fine motor activities): threading, cutting, weaving, playdough, smaller linking construction materials, rubber bands and tubes, tennis balls and large buttons, pegs and plates, marbles and bottles</p> <p>Competent use of pencils, paintbrushes, scissors and gardening tools</p> <p>Develop pencil grip/control to correctly form letters</p> <p>Independently button/zip clothing, put on shoes</p>					
GETSET4PE	<p>Teambuilding games e.g. parachute game</p> <p>Practise a range of different movements</p> <p>Provide regular reminders about washing hands and toileting</p>	<p>Ball skills: throwing/catching</p> <p>Climbing</p> <p>Dance related activities</p> <p>Provide wheeled resources</p>	<p>Ball skills: aiming, dribbling, pushing, patting and kicking</p> <p>Dance/moving to music</p> <p>Gymnastics/Balance</p>	<p>Balance: moving with confidence</p> <p>Provide opportunities for children to spin, tilt, rock, fall, slide and bounce</p>	<p>Obstacle activities: moving over, under, through and around equipment</p> <p>Dance/moving to music</p>	<p>Races/team games</p> <p>Sports day</p> <p>Gymnastics/balance</p>
Progression of Skills Children will be learning to:	<p>Revise and refine the fundamental movement skills they have already acquired: • rolling • crawling • walking • jumping • running • hopping • skipping • climbing/ Progress towards a more fluent style of moving, with developing control and grace/ Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming/ Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons/ Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor/ Combine different movements with ease and fluency/ Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility/ Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball/ Develop the foundations of a handwriting style which is fast, accurate and efficient/ Further develop the skills they need to manage the school day successfully: • lining up and queuing • mealtimes</p>					
Vocabulary	<p>Jumping, running, throwing, catching, balance, agility, coordination, team games, tactics, attacking, defending, perform</p>					
Next step	<ul style="list-style-type: none"> Team Building/Fundamental Skills Dance/Fitness Gymnastics/Gymnastics with large equipment Invasion/Target games Athletics/Sports Day Athletics Net and wall/Striking and fielding – cricket 					
Specific Areas of Learning						

Literacy Reading/Writing Literacy Tree	<p>Possible focus books: The Gingerbread Man, Anansi the Spider, The Three Little Pigs, Where the Wild Things Are?, Owl Babies, The Magic Paintbrush, Jack and the Beanstalk, The Tiny Seed, Here We Are, The Very Hungry Caterpillar, Handa's Surprise, Mr Gumpy's Outing</p> <ul style="list-style-type: none"> Introduce new vocabulary with matching visual aids on weekly basis and provide opportunities for it to be used in context: use questions such as "What colour is it? Where would you find it? What shape is it? What does it smell like? What does it look like? What does it feel like? What does it sound like? What does it taste like?" Listening and telling/retelling stories using story maps. Model talking and story-telling with props and puppets, as a class. Act out stories using props in front of the whole class. Use expressive tone of voice for the narrator and each character while sharing stories. Listening new stories -> 'Innovate' the stories -> Attempt to create own new story 		
Focus books	The Gingerbread Man/Anansi the Spider/ Where the Wild Things Are/Owl Babies/The Three Little Pigs	Magic Paintbrush/ /Astro Girl/ The Dancing Turtle: A Folktale from Brazil /Jack and the Beanstalk/The Tiny Seed/Here We Are	The Very Hungry Caterpillar/Bringing the Rain to Kapiti/Three Billy Goats Gruff/Mr Gumpy's Outing/
Phonics Essential Sounds and Letters	Phase 1 – Phase 5 (All the Phonics activities will consist of a range of multi-sensory approaches including visual, auditory, kinaesthetic and tactile)		
Progression of Skills Children will be learning to:	<p>Read individual letters by saying the sounds for them/ Blend sounds into words, so that they can read short words made up of known letter– sound correspondences/ Read some letter groups that each represent one sound and say sounds for them/ Read a few common exception words matched to the school's phonic programme/ Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words/ Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment/ Form lower-case and capital letters correctly/ Spell words by identifying the sounds and then writing the sound with letter(s)/ Write short sentences with words with known sound-letter correspondences using a capital letter and full stop/ Re-read what they have written to check that it makes sense.</p>		
Vocabulary	Phonemes, graphemes, digraphs, trigraphs, words, captions, sentences		
Next step	<ul style="list-style-type: none"> Phonics Phase 5 & 6 Reading (comprehension): develop pleasure in reading, motivation to read, vocabulary and understanding/understand both the books they can already read accurately and fluently and those they listen to/participate in discussion about what is read to them, taking turns and listening to what others say/explain clearly their understanding of what is read to them. Writing (transcription): spell/ name the letters of the alphabet/ add prefixes and suffixes/ apply simple spelling rules and guidance/ write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. 		

	<ul style="list-style-type: none"> Writing (vocabulary, punctuation, grammar): develop their understanding of the concepts set out/ use the grammatical terminology 					
Mathematics Number/Numerical patterns/Shapes and spatial awareness NCETM/White Rose	Subitise within 3 1:1 correspondence Compose own collections within 4 Compare sets 'just by looking' Shapes 1	Subitise within 5 Explore the cardinality of 5 Begin to recognise numeral 'Wholes' and 'parts' Compare sets using a variety of strategies Shapes 2 Repeating patterns1	Explore a range of patterns made by some numbers greater than 5, including structured patterns in which 5 is a clear part Continue to compare sets by matching, identifying when sets are equal Repeating patterns 2	Explore symmetrical patterns, linking this to 'doubles'. Become more familiar with the counting pattern beyond 20. Compare numbers, using both an understanding of the 'howmanyness' of a number, and its position in the number system. Repeating pattern 3 Shapes 3	Use subitising skills to enable them to identify when patterns show the same number but in a different arrangement, or when patterns are similar but have a different number Continue to develop verbal counting to 20 and beyond Compare length, weight and capacity1	In this half-term, the children will consolidate their understanding of concepts previously taught through working in a variety of contexts and with different numbers. Compare length, weight and capacity2
Progression of Skills Children will be learning to:	Count objects, actions and sounds/Subitise/ Link the number symbol (numeral) with its cardinal number value/ Count beyond ten/Compare numbers/Explore the composition of numbers to 10/ Automatically recall number bonds for numbers 0–5 and some to 10/ Select, rotate and manipulate shapes to develop spatial reasoning skills/ Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can/ Continue, copy and create repeating patterns/ Compare length, weight and capacity.					
Vocabulary	Subitise, how many, how many more, group, sort, parts, whole, more/fewer than, same, different, five/ten frame, total, altogether, count forwards/backwards, compare, addition, subtraction, in/on/below/under/above/in front of/behind/next to, roll/stack/push/curved/straight/round, corners, face, edge, sides, square/rectangle/circle/triangle (sphere/cube/cuboid/cone/cylinder)					

Next step	<ul style="list-style-type: none"> • twos, fives and tens/given a number, identify one more and one less/identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least/read and write numbers from 1 to 20 in numerals and words. • Number – addition and subtraction: read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs/represent and use number bonds and related subtraction facts within 20/add and subtract one-digit and two-digit numbers to 20, including zero/solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$. • Number – multiplication and division: solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. • Measurement: compare, describe and solve practical problems/ measure and begin to record/ recognise and know the value of different denominations of coins and notes/sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening/recognise and use language relating to dates, including days of the week, weeks, months and years/tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. • Geometry – property of shapes: recognise and name common 2-D and 3-D shapes. • Geometry – position and direction: describe position, direction and movement, including whole, half, quarter and three quarter turns. 					
Understanding the World (UW) Past and present/People, cultures and communities PZAZ	-All about me/my body/my family/my friends/my school/local area -Seasonal changes/weather -Technology	-Celebrations that can be done in different ways -Special places and buildings -Seasonal changes/weather -Start of the 'Growing our own vegetables and fruit' project by planting garlic bulbs -Technology	-Different countries and people who live there (link to Literacy books e.g. The Magic Paint Brush) -A globe, atlas and map that show us our world -Seasonal changes/weather -Look after our vegetable garden by weeding and watering -Technology	-Past and present: compare things between past and present e.g. houses and buildings, foods, clothing, toys, schools, lifestyles and technology -Seasonal changes/weather -Growing own plants (transferring them to the garden after they have grown): a life cycle of the plant (link with the literacy book, 'The Tiny Seed')	-Different types of animals e.g. insects, reptiles, mammals, amphibians and their life cycles (link with the literacy book, 'The Hungry Caterpillar') -Seasonal changes/weather - Continue the project by looking after the garden -Technology	-Different habitats for different types of living things -Reflect and review: What do you remember from this year? -Seasonal changes/weather -Harvest our crops and having taste sessions -Technology

				-Continue the project by looking after the garden -Technology		
Celebrations and festivals	Rosh Hashanah/ Harvest festival	Diwali/Bonfire night/Christmas	Lunar New Year/ Mother's Day	Easter	Ramadan (Eid al-Fitr) Father's Day	Celebrating for the end of Reception Year
Trips	Local walks (local church, garden centre) and Standalone Farm					
Progression of Skills Children will be learning to:	Talk about members of their immediate family and community/ Name and describe people who are familiar to them/ Comment on images of familiar situations in the past/ Compare and contrast characters from stories, including figures from the past/ Draw information from a simple map/Understand that some places are special to members of their community/ Recognise that people have different beliefs and celebrate special times in different ways/ Recognise some similarities and differences between life in this country and life in other countries/Explore the natural world around them/ Describe what they see, hear and feel whilst outside/ Recognise some environments that are different from the one in which they live/ Understand the effect of changing seasons on the natural world around them.					
Vocabulary	Past, present, future, town, village, road, house, world, globe, earth, country, map, hot, frost, sunny, cold, rain, snow, seasons (spring, summer, autumn and winter), weather, mountain, hill, desert, land, ocean, beach, countryside, community, job (police officer, firefighter, nurse, doctor – names of other jobs in the community), body parts, change, plant, flower, bud, leaf, stem, petal, seed, soil, animal (mammal, sea creatures, insect, reptile, animal names of interest), words related to technology					
Next step	<ul style="list-style-type: none"> Seasonal changes (Science): the seasons/day lengths/weather around the world Everyday materials: an intro to materials/testing materials/other properties of materials Animals & humans 1: seasons review/zoology/animal diets Animals & humans 2: the human body and taste/eyesight and hearing/touch and smell Plants 1: planting/identifying plants Plants 2: planting review/seasons review Our school (Geography): Express their views on some features of their environment/Ask and answer simple geographical questions/Use simple fieldwork and observational skills when studying the geography of their school and its grounds/Know that symbols mean something on maps/Use maps and other images to talk about everyday lives 					
Expressive Arts and Design (EAD) Creating with materials/Being imaginative and expressive	-Painting/printing/drawing/chalking -Collage -Sculpture: mouldable materials e.g. play dough, salt dough and clay -Sensory experiences: natural resources e.g. sea shells, pinecones, conkers, acorns, leaves, wooden discs, twigs, mud kitchen, digging, sand/water, corn flour, making play dough, pasta/grains/pulses, planting garlic bulbs and weeding -Junk modelling using reclaimed materials					

Charanga	-Construction materials (both indoor and outdoor): Lego, chunky wooden blocks, crates, large cardboard boxes and tree trunks -Creative role play, small world activities, storytelling corner and home corner -Creating music using a range of different musical instruments -Monthly cooking activities (link with Literacy and Understanding the world e.g. roasted pumpkin seeds, Christmas cookies, Gingerbread people biscuits, Chinese noodles, fruit salad, porridge, pancakes and Easter bird nests)			
Progression of Skills Children will be learning to:	Explore, use and refine a variety of artistic effects to express their ideas and feelings/Return to and build on their previous learning, refining ideas and developing their ability to represent them/Create collaboratively, sharing ideas, resources and skills/ Listen attentively, move to and talk about music, expressing their feelings and responses/ Watch and talk about dance and performance art, expressing their feelings and responses/ Sing in a group or on their own, increasingly matching the pitch and following the melody/ Develop storylines in their pretend play/ Explore and engage in music making and dance, performing solo or in groups.			
Vocabulary	Pencil, line, colour in, portrait, texture, cut, stick, tape, glue, scissors, paint, brush, colour names, palette, mix, dip, positional language, soft, hard, smooth, rough, bumpy, wet, dry, squishy, shiny and dull			
Next step	<ul style="list-style-type: none"> Christmas production Drawing painting History of Art/Artists <u>Theme: Take One Picture</u> Artist: Orazio Gentileschi Painting: The Finding of Moses	In the Groove Unit: A very easy song to learn that has been arranged in six different styles; Blues, Baroque, Latin, Bhangra, Folk and Funk. <ul style="list-style-type: none"> Drawing Sculpture and 3D Theme: Human and Animal Bodies Artists: Da Vinci/ Picasso/ Giacometti/ Moore	'Rhythm in the Way We Walk and Banana Rap' Unit: Explore reggae and hip-hop. Action songs that link to foundations of music.	BBC Ten Pieces Project <ul style="list-style-type: none"> Drawing Printing Collage Theme: Nature? Artists: Andy Warhol/Matisse Paintings: The Snail/The Sheaf (Matisse)